

Emotional Intelligence: A Fundamental Aspect of Successful Higher Education Teachers

 ATALLAH Kamel Eddine¹,  IDDOU Naima²

¹ Hassiba Benbouali University of Chlef, Algeria

² Hassiba Benbouali University of Chlef, Algeria

Received: 22 / 07 / 2024

Accepted: 02 / 09 / 2024

Published: 30 / 09 / 2024

Abstract

Contemporary research appears to be less concerned with the traditional premise that teaching is limited to imparting content knowledge of a certain subject area through effective teaching methodologies. Scholars now are inclined to lean more towards “emotion” than towards “cognition.” Being cognizant of the momentousness of emotional intelligence, the purpose of this research is to clarify the concept of “emotional intelligence,” investigate the degree to which teachers of English at Hassiba Benbouali University of Chlef, Algeria, are emotionally intelligent, and, lastly, make suggestions that could aid in advancing the emotional intelligence of educators. To achieve this goal, 103 EFL students participated in the study. The researchers, grounded in a mixed-methods approach, employed strategies and techniques suitable for both qualitative and quantitative methods. To provide a good interpretation of the open-ended question addressed to the participants, the authors of this research paper resorted to the quantitative content analysis approach. We collected data using a web-based questionnaire that we sent as Google Forms to the students' Facebook accounts. To address the issue of missing data during data analysis, the authors of this research employed the listwise deletion approach. Despite the sink-or-swim scenario and the stressful conditions that consist of the pressure exerted by the administration, absence of professional and emotional development/training, overcrowded classes, lack of coordination among teachers, the nature of the LMD system that is unsuitable for our university's realities, etc., this research outcome reveals that teachers possess emotional intelligence to some extent.

Keywords: Algerian higher education, emotional intelligence, English language education, successful education, teachers' behaviours

ملخص

تبدو الأبحاث المعاصرة أقل اهتمامًا بالفرضية التقليدية القائلة بأن التعليم يقتصر على نقل المعلومات في مجال معين من خلال تقنيات تدريس فعالة. أصبح العلماء الآن أكثر إنحيازًا نحو "العاطفة" بدلًا من "العقل". نظرًا لأهمية الذكاء العاطفي، فإن الهدف من هذه الدراسة هو توضيح مفهوم "الذكاء العاطفي"، والتحقق في درجة الذكاء العاطفي لدى أساتذة اللغة الإنجليزية في جامعة حسيبة بن بوعلي في الشلف، الجزائر، وأخيرًا تقديم بعض التوصيات التي قد تساعد في تعزيز الذكاء العاطفي لدى الأساتذة. ولهذا الغرض، شارك 103 طلبة في هذه الدراسة. نظرًا لأن هذه الدراسة تعتمد على منهجية مختلطة، فقد استخدم الباحثون استراتيجيات وتقنيات مناسبة لكل من الطرق النوعية والكمية. وحرصًا على تفسير جيد للأسئلة المفتوحة الموجهة للمشاركين، لجأ مؤلفي هذه الورقة البحثية إلى منهج تحليل المحتوى الكمي. تم جمع البيانات باستخدام استبيان على الإنترنت تم إرساله كاستمارات جوجل إلى حسابات الطلاب على الفيسبوك. تكشف النتائج أنه على الرغم من الظروف الصعبة مثل الضغط الذي تمارسه الإدارة، وعدم وجود تطوير/تدريب مهني وعاطفي، و الأقسام المزدحمة، نقص التنسيق بين المعلمين، طبيعة نظام ل.م.د التي لا تتماشى و واقع جامعتنا، وما إلى ذلك، فإن الأساتذة أذكاء عاطفيا إلى حد ما.

الكلمات المفتاحية: التعليم العالي في الجزائر، الذكاء العاطفي، تعليم اللغة الإنجليزية، التعليم الناجح، سلوك الأساتذة

Emails: ¹ k.attalah@univ-chlef.dz, ² idnama_77@yahoo.fr

Introduction

Despite the intricacy of the teaching process, many regard it as purely cognitive and limited to sound pedagogical practices, which are conventionally thought to be the foundation of successful teaching. These practices include substantial subject-matter knowledge, teachers' verbal and vocabulary skills, and the application of suitable teaching methods and techniques (Stronge, 2007). Many teachers are still found to be ignorant of the emotional component of the teaching and learning process, despite a deluge of research recently confirming that teaching encompasses emotional abilities that Goleman (1995) referred to as *Emotional Intelligence*. According to Mortiboys (2005), instructors' teaching and learning strategies may drastically decline in the absence of emotional intelligence, regardless of their experience and level of skill. This is because it creates a stressful environment, including learners' frustration and conflicts between teachers and their learners.

Notwithstanding the decades-long improvements that Algerian universities have experienced, and despite its importance, the emotional component of English instruction and learning appears to be overlooked. English instruction still follows the conventional teaching tenets, which emphasise effective instructional strategies and subject-matter expertise. As a result, the majority of teachers downplay or altogether disregard the significance of having emotional intelligence as a teaching quality. It seems that university teachers of English have made greater progress in their pedagogical classroom practices than in their emotional (personal) ones. Consequently, it might be worthwhile to look into the topic of emotional practices, which appears to have received little attention in Algeria. The major aim of this study is to shed light on 'emotional intelligence' as a key element of effective teaching, examine the degree to which teachers of English at Chlef University behave emotionally in their classrooms, and, finally, suggest recommendations that may help to promote teachers' emotional intelligence.

Literature Review

Human Intelligence (HI) is an area that has long attracted the attention and interest of numerous scholars. Intelligence refers to differences in one's capacity for learning, interacting with others, and acting in a way that satisfies modern societal norms (Encyclopaedia Britannica, 1982). According to Deary et al. (2010), intelligence has been defined by fifty-two prominent psychologists as a multifaceted potentiality and skill that embraces reasoning, problem-solving, learning from experience and comprehending surroundings. There are at least two types of intelligence: Cognitive Intelligence (CI) and Emotional Intelligence (EI). Cognitive intelligence refers to intellectual abilities such as reasoning, attention, problem-solving and language. It has been of paramount importance for centuries, as it was believed to be a key to a successful life. This belief evolved from Plato's influential theory based on reason, which contemporary educationists and thinkers like Descartes have implemented in many ways. Emotional intelligence, on the other hand, is referred to as the ability to be cognisant of and handle effectively one's and others' thoughts and emotions. Emotional intelligence owes much to Aristotle, who refuted Plato's theory, believing that human beings are made of both emotion and reason. Emotions are said to govern our thoughts, attitudes, feelings (Lloyd, 1986), daily behaviours and decisions. Positive emotions, for instance, amplify positive feelings, while negative emotions, like a powerful magnet, draw in negative thoughts worsening the situation (Meurisse, 2018) and causing the brain to secrete high levels of stress hormones like adrenaline and cortisol (Empathy, 2020).

A couple of decades ago, EI emerged as a widespread and compelling notion, and since then, it has become a subject of research for numerous scholars across various disciplines. Inspired by Gardner's (1983) Intrapersonal and Interpersonal Intelligences, Salovey and Mayer first suggested the concept of Emotional Intelligence in 1990. It gained more attention and consideration soon after Goleman's book on emotional intelligence came out in 1995. Contrary to the traditional belief that the Intelligence Quotient (IQ) has a powerful impact on individuals' success, the postmodern era demonstrated that emotions significantly affect individuals' cognitive faculties. In other words, the more emotionally intelligent, the better individuals perform both in school and society (Pratama & Corebima, 2016).

In the 21st century, the multidimensional and multifaceted process of teaching appears to become increasingly demanding and more complex, with teachers facing elevated accountability for every classroom practice, whether professional or emotional (Iddou, 2024). They are required to keep their academic and professional skills up to date and be knowledgeable and well-informed about high teaching standards. In contrast with the past, when a significant deal of people, including scholars, thought of teaching as being no more than a cognition-based operation, a growing body of literature reveals that it is first and foremost an emotional process. Today, academicians are inclined to diverge from 'cognition' in favour of 'emotion' (Iddou, 2018; 2020). According to reports (Merrell & Gueldner, 2010), an emotional classroom environment inspires, makes a difference, transforms lives, and empowers learners to succeed both inside and outside the classroom (Lord Black, 2022). Moreover, an emotional classroom environment makes the teachers trustworthy in terms of the approaches and methods they use (Mortiboys, 2005). An emotionally intelligent teacher may have a wide range of traits, but the most agreed upon traits are caring, fairness, respect, social interactions with students, promoting enthusiasm and motivating learning, the teacher's attitude towards the teaching profession and reflective practices. On the same wavelength, Hargreaves et al. (1998) asserted: "Good teaching is charged with positive emotion...Good teachers aren't just well-oiled machines...They are emotional, passionate beings who fill their work and their classes with pleasure, creativity, challenge and joy" (p.559).

Dealing with EI in Higher Education, Yan (2022) assumed that fortified teacher-learner relationships, due to teachers' emotional intelligence, can minimise job stress and, subsequently, sharpen teachers' engagement in academic contexts. Emotional Intelligence Competencies (EIC) are reported to not only lead to students' academic achievement but also boost university teachers' development, make them enjoy and love their work, and motivate their surroundings (Khassawneh et al., 2022). Research also suggests that the emotions of teachers heavily influence their teaching approaches. In line with this assumption, Trigwell (2012) purported that higher education teachers' positive emotions enhance learner-centredness while their negative emotions prompt teacher-centredness. Vandervoort (2006) who conducted research on EI in this sector put out:

In the classroom, a professor high in emotional intelligence might be likely to adopt a humanitarian (as opposed to a more controlling or dictatorial) teaching style which nurtures the development of their self-esteem and encourages their students to take a more active approach to learning (e.g., ask more questions, develop a personal stance on controversial issues rather than automatically adopt the professor's position, apply relevant concepts to everyday life.). (p. 6)

Teachers alone do not hold the crucial role of EI in students' high academic outcomes; students' balanced and positive emotions also contribute to their success. Based on this perspective, Zhoc et al. (2020) stated that students with higher EI remarkably succeed and fulfil the desired ends both academically and with regard to personal growth. In the same vein, Maguire et al. (2017) purported that trait EI may improve students' relationships, raise their emotional involvement, and ultimately make it easier for them to successfully adjust to college life. It has been suggested that emotional competence should be permeated to the students like any other skill since "This emotional domain will undoubtedly enable these individuals to face challenges not only in their current and future professional arenas but also in other spheres of their lives, helping them achieve well-being and personal happiness" (Gilar-Corbi et al., 2018, p. 7). Thereby confirming Gomes da Costa et al.'s (2021) view that EI not only raises students' chances of fulfilling their educational objectives but also professional ones. Correspondingly, Machera and Machera (2017) maintained the cruciality of introducing a module on EI in higher education, which certainly helps students switch their negative behaviours to positive ones. A diverse range of factors is considered sine qua nons for the EI reinforcement and proliferation in higher education. Implementation of a positive culture, for instance, that enhances teacher-student relationships, celebrates students' uniqueness, and encourages their creativity; a university culture that prompts the staff, be they, teachers or stakeholders, to boost the socio-emotional intelligence that helps them to take the students in charge at different levels from the very beginning of their enrolment up to the end of their major (Devis-Rozental, 2018).

Methods and Materials

Participants

This research work targets university English students, with a sample of 103 students from Chlef University, representing a range of grades from 1st year Bachelor to 2nd year Master. The majority of the respondents answered all questions. The researchers used in this study random sampling because: 1) It is an objective method of sampling; 2) It is an economical method from a money and energy point of view; 3) It is a convenient approach to sampling in the field of research; 4) It permits the application of statistical devices and treatments of data. The error due to sampling can be estimated; 5) It maintains the accuracy in the analysis of results; 6) It is a practical method of sampling; 7) It is the alternative used to select a representative sampling (Singh, 2006, p. 84). This sort of sampling is "free from subjective factor or personal error or bias and prejudices or imagination of the investigator, and where the individuals of a sample are independently drawn from the population" (Singh, 2006, p. 84). For ethical reasons, the participants, who were kept anonymous, were informed about the purpose and nature of the study because "any kind of potential for abuse may render the respondents become uncooperative, which then threatens the reliability and validity of subsequent research" (Gray, 2004, p. 278).

Research Instruments

Its numerous advantages consist of being costless and offering access to anonymity and to a larger population possible in a short period of time (Fox et al., 2003; Rice et al., 2017), a web-

based questionnaire was used to explore the extent to which teachers of English at Chlef University are emotionally intelligent in their classrooms from the student's point of view. Three questions were addressed to the respondents: two closed-ended questions, and one open-ended question. We intended the latter to give the respondents the freedom to write about the behaviours of their teachers that make them feel serene or discomposed. The questionnaire was sent as Google Forms to their Facebook accounts, and their responses were collected the day after.

Research Procedures

Being the integration of both qualitative and quantitative data that maximises the strengths and minimises the weaknesses of each type of data (NIH Office of Behavioural and Social Sciences, 2018), a mixed methods approach is used in this research paper. Since studying the entire population was not feasible, our only option was to use random sampling which is regarded as an objective technique of sampling (Singh, 2006).

For a good and meaningful analysis, we used statistical and descriptive analyses. The first two, closed-ended, questions were analysed quantitatively, and the third, open-ended, question was analysed both quantitatively and qualitatively to measure the strength of the teachers' behaviours that make the students feel serene or discomposed. For a better analysis, the researchers used a quantitative content analysis approach that consists of converting the qualitative data into quantitative data. Therefore, the researchers categorised teachers' behaviours based on their features. Behaviours that provide the students with a sense of security and serenity were classified according to the personal (emotional) features of effective teachers identified by Stronge (2007) as (1) caring; (2) fairness and respect; (3) social interactions with students; (4) promoting enthusiasm and motivating learning; (5) teaching attitudes towards the teaching profession; (6) reflective practices. On the other hand, the authors of this research paper classified teachers' practices that caused discomfort to students according to the nature of their responses. It is worth noting that every single student stated a range of teachers' behaviours that could be categorised differently.

Similar to previous investigators, we ran into missing data when doing our analysis. Missing data happened because participants either consciously or unintentionally skipped the items or did not know the answers (Grace-Martin, 2021). We used the listwise deletion approach, which recommends evaluating only the cases with complete data, to address this problem (Bell et al., 2009; Grace-Martin, 2021). We opted for this method due to its practicality and automatic implementation in most software (Grace-Martin, 2021).

Results

As previously stated, this research paper aims to investigate the extent to which teachers of English at Chlef University are emotionally intelligent in their classrooms from the students' point of view. We used percentages to quantitatively demonstrate the strength of teachers' behaviours that contribute to students feeling serene or discomposed. The results reported based on the research question that was formulated earlier are as follows:

Question One

- Upon meeting with your instructors in the classroom, do you feel serene or discomposed (anxious, under pressure, afraid, etc.)?

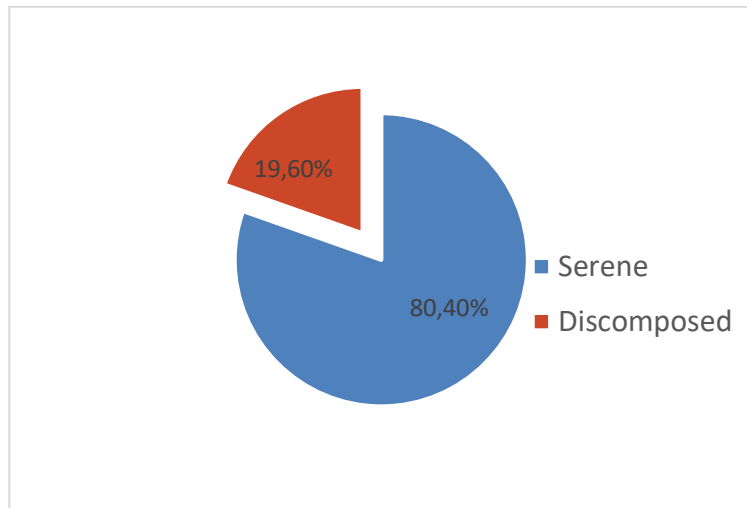


Figure 1. Students' feelings when they get with their teachers in the classroom

The answer reported by 80.40% of respondents reflects the positive environment, making the students feel serene and made by teachers of English at Chlef University. On the other hand, 19.60% claimed to feel discomposed in their classrooms.

Question Two

- How often do you feel serene or discomposed?

Out of 103 (100%) respondents, 102 (99.02%) provided the following answers:

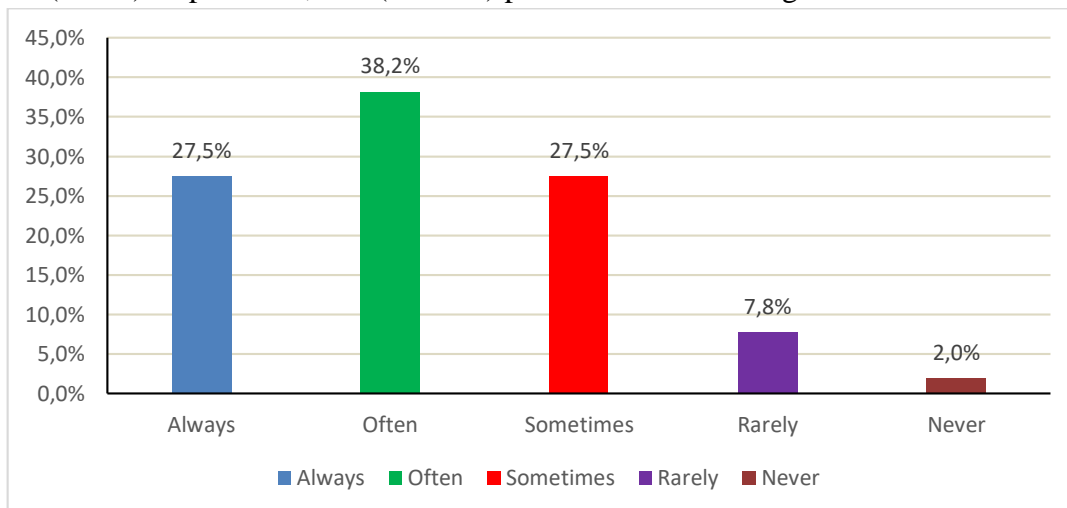


Figure 2. Frequency of students feeling serene in the classroom

The obtained results show that more than a third (38.2%) of students who fall into the serene category often feel safe; more than a quarter, or 27.5%, always feel safe; another 27.5% sometimes feel serene in the classroom; 7.8% rarely feel so, and 2.00% never feel so.

Out of 103 (100%) respondents, 101 (98.05%) provided the following answers:

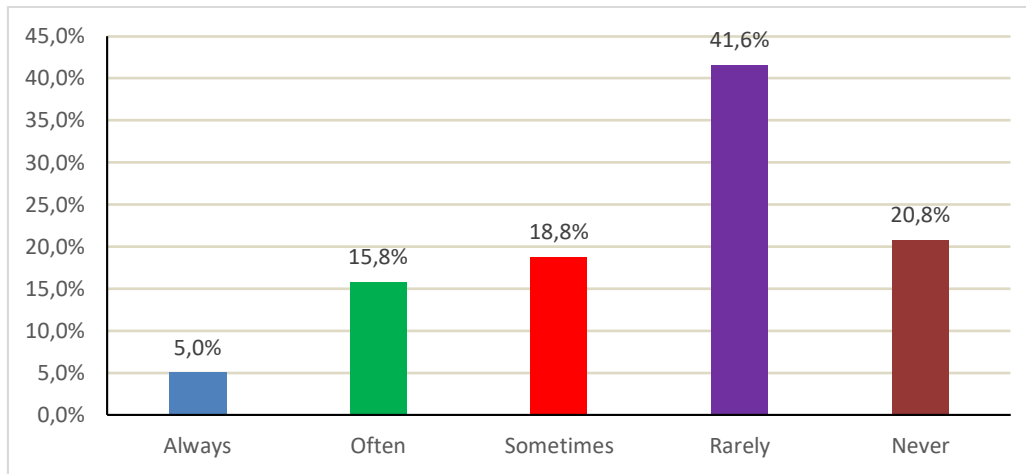


Figure 3. Frequency of students feeling discomposed in the classroom

The above figure discloses that nearly half (41.6%) of the students reported that they rarely feel discomposed, followed by 20.8% who never feel so; 18.8% said sometimes, 15.8% stated often, and, finally, 5.0% claimed that they always feel discomposed in the classroom.

Question Three

- What do your teachers do to make you feel serene or discomposed?

As previously mentioned, we used a quantitative content analysis approach to analyse this open-ended question both qualitatively and quantitatively.

Out of 103 (100%) of the participants, only 70 (67.96%) answered the above question.

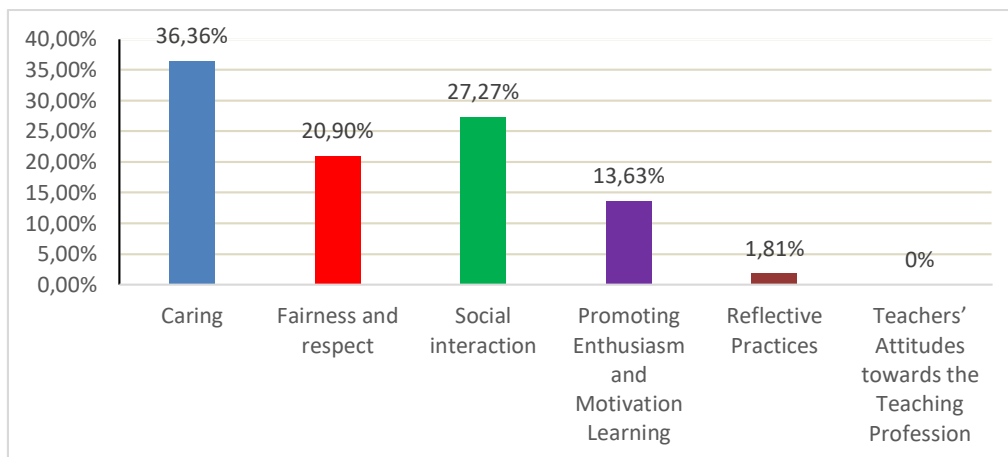


Figure 4. Teachers' behaviours that provide security and serenity

The results indicate that 36.36% of the students who feel serene claimed their teachers to be caring; 27.27% reported that their teachers interact with them; and 20.90% stated that their teachers are fair and respectful. 13.63% contended that their teachers promote enthusiasm and motivate learning; and finally, only 1.81% of the students mentioned that their teachers reflect upon their teaching practices. None of them, accounting for 0.00%, expressed positive attitudes towards their teaching profession.

Out of 103 (100%) of the students, only 61 (59.22%) answered the aforementioned question.

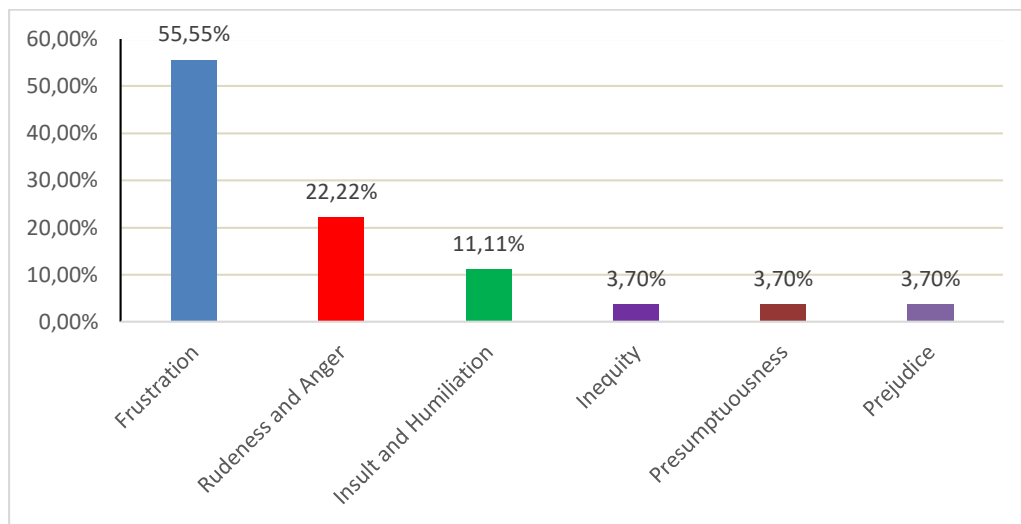


Figure 5. Teachers' behaviours that provide anxiety and discomfort

The findings show that 55.55% of the students experiencing anxiety and decomposition expressed their frustration with their teachers; 22.22% reported instances of rudeness and anger from their teachers; 11.11% reported instances of insults and humiliation from their teachers; 3.70% claimed their teachers were favoritistic; 3.70% purported their teachers were presumptuous; and, finally, another 3.70% claimed that their teachers were prejudiced against them.

Discussion

The current research paper adds to earlier studies on emotional intelligence in higher education. It was designed to explore the extent to which English teachers at Chlef University are emotionally intelligent from the student's point of view. Taking the findings into account, these teachers appear to be emotionally intelligent to a certain degree. This confirms Seema and Padmanabhan's (2022) assertion that the majority of university teachers exhibit an average level of emotional intelligence (as cited in Singh & Singh, 2024, p. 156). The results disclose that, despite the competitive environment, the administrative pressure, the lack of professional and emotional development and training, the cramped classrooms, the instructors' lack of cooperation, the LMD system's inappropriateness for our university's needs, and other stressful circumstances, teachers of English at Chlef University possess emotional intelligence, but to a certain degree.

Even though caring teachers provide comfort to their students and alleviate their stress (Mamat & Ismail, 2021), less than half of the students reported that their teachers are caring, while others claimed that their teachers interact with them. In light of the importance of social interaction in teaching, Breeves (2004) contended that the relationships between students and teachers are mostly the outcome of the individual dedication, professionalism, and devotion of teachers, regardless of how carefully planned the curriculum or how closely run the school day may be. Though 'reflective practices' are found to be one of the paramount elements in teaching, only a few students revealed that their teachers reflect upon their practices. Despite the participants mentioning a wide range of positive teacher behaviours, it's important to note that they did not mention the teachers' attitudes towards the teaching profession, a crucial aspect that significantly contributes to students' success.

The absence of this feature in our findings may be due to the teachers' ignorance or unawareness that expressing a love for work and displaying positive attitudes towards teaching have a considerably positive impact on the learners (Stronge, 2007).

Most of the students who claimed to feel discomposed perceive their teachers as a source of frustration; their responses may concern newly recruited teachers who have not yet acclimatised and are still struggling with the aforementioned challenging and burdensome work conditions. This confirms Liu and Yu's (2018) assumption that college instructors, particularly those with less experience, were under a lot of pressure due to the quick development of higher education systems (cited in Shi et al., 2021, p. 2). The findings may also be explained by the behaviours of the teachers, who might not be the best fit for teaching. In this regard, Maslach and Leither (2005) put out:

When there is a good fit or match between you and It, then you will be engaged with your work. You will be happy, energetic, confident, and ready to commit to a productive long-term relationship. But when there is a poor fit and a major mismatch between you and It, then you will be experiencing burnout. You will be unhappy, exhausted, cynical, and ready to quit and leave for another job. (p. 2)

Our findings also suggest that frustration practiced by the teachers in the classroom makes things "overwhelming and dreadful to go there" (see appendix). Thereby confirming Kearney et al.'s (1991) predictability that teachers' improper behaviours "...indirectly affect students behaviour by influencing how students think about and act towards the teacher, school and themselves... In other words, teacher misbehaviours may be a primary, albeit indirect, determinant of student disruptions"(pp. 4-5). Our respondents seemingly unveiled only teachers' verbal rudeness (see appendix), although three sorts have been distinguished: verbal, nonverbal, and a mixed sort 'verbal and nonverbal' (Akbari & Hajizadeh, 2018). These divergent findings allude to the conflicting definitions among scholars about being ill-mannered or uncivil (Akbari & Hajizadeh, 2018). This incompatibility piques our interest in future research. The insulting and humiliating approach reported in our study makes the students fearful of their teachers, leave the class, and lose confidence in themselves and their teachers (Kahveci, 2023). Teachers can develop and acquire emotional intelligence, like any other competence or skill, but they urgently need coaching and mentoring to expedite this process and ensure high teaching standards. Correspondingly, Phillips-Jones (1982) asserted that today, a mentor is a powerful individual who greatly assists you in achieving your main objectives in life. Phillips-Jones (1982) highlighted the importance of the emotional issue in teaching by claiming that trainees will have mentors of a higher level if mentorship promotes emotional development (Caldwell & Cater, 2004).

Limitations and Pedagogical Implications

This paper aims to investigate the emotional intelligence of English teachers at Chlef University, as perceived by their students, using a sample of only 103 students. Therefore, the results cannot be generalised to teachers of English at all Algerian universities. Another methodological limitation pertains to the data collection time, as we gathered the students' responses a day after sending the questionnaire.

The current investigation provides insight into the significance of implementing EI in educational institutions, specifically in higher education. It contributes to the previous research works that affirmed the preponderance of EI enactment in higher education (Vandervoort,

2006; Maguire et al., 2017; Gilar-Corbi et al., 2018; Zhoc et al., 2020; Costa et al., 2021; Yang, 2022). The findings of this study have several practical implications for Algerian higher education, starting from the decision-makers, through the stakeholders and teachers, to the students. They encourage the decision-makers to implement and integrate the emotional aspect in parallel with the cognitive one in the higher education curriculum, including teacher education and development. Additionally, they trigger stakeholders', teachers' and students' awareness of the momentousness of EI and how to render the classroom a better place to acquire knowledge and develop mutual socio-emotional relationships that are subsequently crucial for academic, professional and social lives.

Conclusion

The current study intends to gauge the EI of teachers of English at Chlef University, Algeria. Based on the students' responses, one may safely conclude that most of these teachers are, to a certain degree, cognisant of the role of emotions in their teaching. Teachers' good practices that were categorised under effective features revealed that teachers focus on some practices to the detriment of others. An example could be 'caring' and 'fairness and respect' against 'reflective practices' that only a few students mentioned, and 'teaching attitudes towards the teaching profession' that none of them stated.

Recommendations

Based on these findings, we advocate for improving teachers' practices, particularly emotional ones, which are critical in determining students' success or failure. Therefore, we propose tailoring teacher emotional development and education to meet their needs, and designating experts or more experienced teachers to mentor newly recruited teachers and even those with less experience. Improving working conditions is crucial to prevent teachers' burnout and boost their productivity. Finally, teachers should reflect on their teaching practices by inviting feedback from others; above all, they have to be honest and open-minded to willingly accept constructive criticism and reflect on it (Stronge, 2007).

About the Authors

Kamel Eddine ATALLAH has been a lecturer in Arabic didactics and translation at Hassiba Ben Bouali University of Chlef, Algeria, since 2015. He holds a PhD in Didactics of the Arabic Language and Translation, and a Magister in Arabic Stylistics and Discourse Analysis from Hassiba Ben Bouali University of Chlef, Algeria. He is a business engineer and holds a Bachelor of Arts in English studies. His fields of interest are stylistics and discourse analysis; English phonetics and phonology; and linguistics and neurolinguistic programming (NLP). ORCID: 0000-0002-2514-3134

Naima IDDOU has been a lecturer in English Studies at Hassiba Ben Bouali University of Chlef, Algeria, since 2001. She earned her PhD in Linguistics and Didactics of the English Language and Magister in the same field from Abou El Kacem Saâd Allah, Algiers 2, Algeria. She obtained a Magister in Linguistics and Sociolinguistics in 2001 from Es-Senia University of Oran, Algeria. Her fields of interest are didactics and educational psychology; English phonetics and phonology; linguistics and sociolinguistics; psycholinguistics and neurolinguistic programming (NLP); and gender studies. ORCID: 0009-0001-0931-5311

Declaration of AI Refined

This research paper has undergone minor language correction using the Grammarly AI-powered tool to address stylistic issues. AI-generated content is basically reflected in the automatic and instant data analysis of the web-based questionnaire on Google Forms. Yet, the intellectual content remains entirely the work of the authors.

Statement of Absence of Conflict of Interest

The authors mentioned above hereby solemnly declare that they are not and shall not be in any situation that could give rise to a conflict of interest in what concerns the findings and recommendations contained in this academic article.

References

- Akbari, M., A., & Hajizadeh, A. (2018). Students' Perceptions towards Teachers' and Students' Academic Impoliteness. *International Journal of Teaching and Learning in Higher Education*, 30 (1), 91-104. <http://www.isetl.org/ijtlhe/>.
- Bell, B. A., Kromrey, J. D., & Ferron, J. M. (2009). Missing Data and Complex Samples: The Impact of Listwise Deletion vs. Subpopulation Analysis on Statistical Bias and Hypothesis Test Results when Data are MCAR and MAR. *Section on Survey Research Methods-JSM*, pp. 4759- 4770.
- Breeves, D. (2004). *Accountability for Learning. How Teachers and School Leaders Can Take Charge*. Alexandria, USA: ASCD publications.
- Caldwell, B. J., & Carter, M.A. (eds). (2004). *The Return of the Mentor: Strategies for Workplace Learning*. London: The Falmer Press.
- Deary, I. J., Penke, L., & Johnson, W. (2010). The Neuroscience of Human Intelligence Differences. *Nature Reviews Neuroscience*, 11, 201- 211
- Devis-Rozental, C. (2018). *Developing Socio-Emotional Intelligence in Higher Education Scholars*. Gewerbestrasse: Springer Nature.
- Empathy, C. (2020). *Master Your Emotions: Success at Work, and Happier Relationships. Emotionally Destructive Marriage, and Emotional Intelligence*. Independently Published.
- Fox, J., Murray, G., & Warm, A. (2003). Conducting research using web-based questionnaires: practical, methodological and ethical considerations. *International Journal of Social Research Methodology*, 6(2), 167- 180.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gilar-Corbí, R., Pozo-Rico, T., Sánchez B., & Castejón, J. L. (2018) Can Emotional Competence Be Taught in Higher Education? A Randomized Experimental Study of an Emotional Intelligence Training Program Using a Multimethodological Approach. *Frontiers in Psychology*, 9, 1039. doi: 10.3389/fpsyg.2018.01039.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Dell.
- Grace-Martin, K. (2021). Missing Data Mechanisms: A Primer. The Analysis Factor Free Webinar Series.
- Gray, D. E. (2004). *Doing Research in the Real World*. London: Sage Publications.
- Hargreaves, A. (1998). The emotion of teaching and educational change. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), *International handbook of educational change* (pp. 558-575). Dordrecht: Kluwer.

- Iddou, N. (2018). *Teacher Development in Middle School English Language Education: the Case of Teachers in the Chlef Area*, (Unpublished Magister thesis). University of Algiers2, Algeria.
- Iddou, N. (2020). Emotional Intelligence in English Learning/ Teaching from Middle School Learners' Perspectives. *Joussour El-maaréfa*, 6(4), 439-451.
- Iddou, N. (2024). *Emotional Intelligence in English Language Education: Study of the Classroom Practices of Middle School Female and Male Teachers in Chlef Area, Algeria*, (Unpublished Doctoral thesis). University of Algiers2, Algeria.
- Intelligence, distribution of. (1982). In *Encyclopaedia Britannica*. (Vol. 9, p. 673). Encyclopedia Britannica, Inc.
- Kahveci, H. (2023). The Positive and Negative Effects of Teacher Attitudes and Behaviours on Student Progress. *Journal of Pedagogical Research*, 7 (1), 290-306.
- Kearney, P., Plax, T. G., Hays, E. R., & Ivey, M., J. (1991). College Teacher Misbehaviours: What Students Don't Like about What Teachers Say and Do. *Communication Quarterly*, 39(4), 309-324. <https://doi.org/10.1080/01463379109369808>.
- Khassawneh, O., Mohammad, T., Ben-Abdallah, R., & Alabidi, S. (2022). The Relationship between Emotional Intelligence and Educators' Performance in Higher Education Sector. *Behavioral Sciences.*, 12(511), 1-12. <https://doi.org/10.3390/bs12120511>.
- Liu, X.-m., & Yu, H.-x (2018). On the Impact of University Young Teachers. *Academic Pres. Resesarch Perform*, 76–88
- Lloyd, V. (1986). *Master Your Emotions: A Practical Guide Through the Feelings that Keep You from Success, Love and Happiness*. Arizona: Freedom Publications.
- Lord Black, D. (2022). *Essentials of Social Emotional Learning (SEL): The Complete Guide for Schools and Practitioners*. Hoboken: John Wiley & Sons, Inc.
- Machera, R. P. & Machera, P. C. (2017). Emotional Intelligence (EI) A Therapy for Higher Education Students. *Universal Journal of Educational Research*, 5(3), 461-471. DOI: 10.13189/ujer.2017.050318.
- Maguire, R., Egan, A., Hyland, P., & Maguire, P. (2017). Engaging Students Emotionally: the Role of Emotional Intelligence in Predicting Cognitive and Affective Engagement in Higher Education. *Higher Education Research & Development*; 36(2), 343-357. DOI: 10.1080/07294360.2016.1185396.
- Mamat, N. H., & Ismail, N. A. H. (2021). Integration of emotional intelligence in teaching practice among university teachers in higher education. *Malaysian Journal of Learning and Instruction*, 18(2), 69-102. <https://doi.org/10.32890/mjli2021.18.2.3>.
- Mariana Gomes da Costa, M., Luisa Helena Pinto, L. H., Martins, H., & Vieira, D. A. (2021). Developing Psychological Capital and Emotional Intelligence in Higher Education: A Field Experiment with Economics and Management Students. *The International Journal of Management Education*, 19, 100516.
- Maslach, C., & Leiter, M. P. (2005). *Banishing Burnout: Six Strategies for Improving Your Relationship with Work*. San Francisco: Jossey Bass.
- Merrell, K. W., & Gueldner, B. A. (2010). *Social and Emotional Learning in the Classroom: Promoting Mental Health and Academic Success*. New York: The Guilford Press.
- Meurisse, T. (2018). *Master Your Emotions: A Practical Guide to Overcome Negativity and Better Manage Your Feelings*. Independently Published.
- Mortiboys, A. (2005). *Teaching with Emotional Intelligence: A step-by-step guide for higher and Further Education Professionals*. London, New York: Routledge.

NIH Office of Behavioral and Social Sciences. (2018). *Best practices for mixed methods research in the health sciences* (2nd ed). Bethesda: National Institutes of Health.

Phillips-Jones, L. (1982). *Mentors and Protégés*. New York: Arbor House.

Pratama, A. T., & Corebima, A. D. (2016). Contributions Emotional Intelligence on Cognitive Learning Result of Biology of Senior High School Students in Medan, Indonesia. *International Journal of Environmental & Science Education*; 11(18), 11007-11017.

Rice, S., Winter, S. R., Doherty, S., & Milner, M. (2017). Advantages and Disadvantages of Using Internet-Based Survey Methods in Aviation-Related Research. *Journal of Aviation Technology and Engineering*, 7(1), 58- 65. <http://docs.lib.purdue.edu/jate>.

Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination Cognition, and Personality*, 9 (3), 185- 211. Baywood Publishing Co., Inc.

Seema, P. V., & Padmanabhan, C. H. (2022). Emotional Intelligence and Adjustment of B.Ed. Student Teachers. *i-manager’s Journal on Educational Psychology*, 16(2), 55-60.

Shi, S., Zhang, Z., Wang, Y., Yue, H., Wang, Z., & Qian, S. (2021). The Relationship Between College Teachers’ Frustration Tolerance and Academic Performance. *Frontiers in Psychology*, 12, 1-11. Doi: 10.3389/fpsyg.2021.564484.

Singh, A., & Singh, S. (2024). Emotional Intelligence of University Teachers in Relation to their Life Satisfaction. *Journal of the Asiatic Society of Mumbai*, XCVII (03), 148-157.

Singh, Y. K. (2006). *Fundamental Research Methodology and Statistics*. New Age International Publishers.

Stronge, J. H. (2007). *Qualities of Effective Teachers*. Verginia: ASCD publications.

Trigwell, K. (2012). Relations between Teachers’ Emotions in Teaching and their Approaches to Teaching in Higher Education. *Instructional Science*, 40, 607–621. <https://doi.org/10.1007/s11251-011-9192-3>.

Vandervoort, D. J. (2006). The Importance of Emotional Intelligence in Higher Education. *Current Psychology: Developmental. Learning. Personality*, 25 (1), 4-7.

Yang, N. (2022). An Investigation Into the Interplay Between Chinese EFL Teachers’ Emotional Intelligence, Ambiguity Tolerance, and Work Engagement. *Frontiers in Psychology*, 1, 1-12. Doi: 10.3389/fpsyg.2022.929933.

Zhoc, K. C. H., King, R. B., Chung, T. S. H., & Chen, J. (2020). Emotionally Intelligent Students Are More Engaged and Successful: Examining the Role of Emotional Intelligence in Higher Education. *European Journal of Psychology of Education*, 35, 839-863. <https://doi.org/10.1007/s10212-019-00458-0>.

Appendices

Appendix A

Teachers’ Behaviours from their Students’ Perspective

Students’ responses- in their own words- are given below.

Responses of the students who feel serene: The following gives an account of the 70 students’ responses in relation to their teachers’ positive behaviours.

Table 1. *Teachers’ positive behaviours that provide a sense of security and serenity*

Students’ answers, reveal their teachers’ caring.
1. Ask you questions to see if you’ve understood or to participate.
2. Re-explain certain points without complaining about your comprehension speed.

3. Explaining clearly.
4. Understanding that some people have anxiety or panic attack issues.
5. Let you ask them for help.
6. Try to understand us and compromise.
7. They are kind and understanding.
8. Just make me feel like their friend.
9. They ask about us.
10. Besides they do their best to support me.
11. Respect me and treat me well.
12. I feel comfortable like I'm at home.
13. Willing to help us better ourselves and our work.
14. Love me!
15. Are kind and understanding.
16. Friendship between us.
17. They enjoy sometimes with us.
18. Their reactions make the students feel like they are in safe hands.

Students' answers disclosing teachers' social interactions with the students

1. Provide the conditions of the dialogue with us.
2. They communicate like normal human beings.
3. Speaking with me.
4. Talk freely.
5. They allow you to share your ideas with confidence.
6. When he smiles with his students.
7. Cool and joking.
8. Smiling.
9. They enter with a smiling face.
10. They are cheerful and always smiling.
11. They laugh with us.
12. Tell jokes.
13. Telling jokes most of the time, playing games or sharing their experiences.
14. Create and share positive vibes.
15. They talk to us.

Students' answers suggest that their teachers promote enthusiasm and motivate learning.

1. When they allow me to be my creative and outgoing self.
2. Tell us that they believe in us.
3. What they give me motivates me.
4. Making us love what we are learning.
5. By appreciating the work we present and by willing to help us better ourselves and our work.
6. Creating a motivational atmosphere.
7. When they say positive things about me.
8. Helping us in acquiring knowledge.
9. Encourage us.
10. Let you ask them for help.
11. They do their best to support me.

Students' answers indicated their teachers' fairness and respect.

1. They correct our work without insulting us.
2. They respect our opinions,

3. They never interrupt us whilst talking especially in oral TD.
4. They never underestimate us.
5. They start by knowing how the students are and respect their feelings.
6. They Respect me and treat me well
7. They give us enough time to work on our projects.
8. Give me the information.
9. Helping us in acquiring knowledge.
10. Through good treatment.
11. They treat us well.
12. Talk politely

Students' answers show their teachers' reflections on their teaching practices.

1. Innovative way of teaching.
2. When they can transmit the lesson correctly.

Responses of the students who feel discomposed: the table below provides an account of the 61 students' responses referring to their teachers' negative behaviours.

Table 2. *Teachers' negative behaviours that provide anxiety and discomfort*

Students' answers denoting their frustration with their teachers

1. Some teachers always keep a distant relationship between them and the student so the student doesn't know the teacher as he is.
2. Asking unclear questions.
3. Force me to speak, too many presentations, and too much homework, it becomes overwhelming and dreadful to go there.
4. Dictating without any explanation.
5. By blaming us instead of supporting us.
6. If one of the teachers tells us that he could give us bad marks and no one could prevent him from doing so.
7. When the teacher shows us that he/she doesn't care about us.
8. Embarrassing us when we make some small mistakes.
9. ...then obviously you'll feel threatened because you'd think he might attack you at any time.
10. Sometimes we can't respond to all the questions but they're pressing us to answer them.
11. They give a lot of tasks and make their tests and exams hard. So, that gives a lot of pressure.
12. When I can't understand the lesson I feel bad.

Students' answers indicated their teachers' rudeness and anger.

1. When they are angry.
2. They reply with a rude attitude which doesn't give peaceful vibes.
3. Scream a lot or rebuke students.
4. Being serious, mean cruel, and very rude.
5. He got nervous for nothing.
6. ...violence in speech

Students' answers revealing their teachers' inequity

1. Unfairly evaluate our projects.
2. When they punish the whole class.
3. Diverse between students.

Students' answers illustrated their teachers' insults and humiliation.

1. Ask sudden questions and make fun of them or tell them that we're stupid if someone doesn't answer or answer it wrong.
2. Insult us.
3. When he makes fun of us when we make mistakes
4. Make mean comments about your answers.
5. Make fun of the students when they don't know something.

Students' answers illustrate their teachers' presumtuousness.

1. Act like a god.
2. Acting like he is my boss.
3. He starts to scream in my face like I am a slave.

Students' answers show their teachers' prejudice.

1. When they judge and compare us.
2. ...their judgmental nature
3. Ask you questions to prove you're unable to answer and use this against you all year or assume your intellectual level based on that answer.

Cite as:

Atallah, K. E., & Iddou, N. (2024). Emotional Intelligence: A Fundamental Aspect of Successful Higher Education Teachers. *Atras Journal*, 5 (Special Issue), 210-225.